

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Chinese Linguistic Structures

Course Code: CAH5404

Course Duration: 1 semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL5404 Chinese Linguistic Structures

Exclusive Courses:
(Course Code and Title) CTL5454 Grammar of Chinese, LT5454 Grammar of Chinese

Part II Course Details

1. Abstract

This course aims to introduce the students to major aspects of Chinese languages, and enable them to relate and apply their general linguistic knowledge to an innovative analysis of structures of Chinese at different linguistic levels, namely, important issues of the sound system, word structure, and sentence structure of the Chinese languages from both synchronic and diachronic perspectives.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the major components of Chinese linguistic structures		x	x	
2.	Analyze the sound systems of different varieties of the Chinese languages			x	x
3.	Analyze the word structure of different varieties of the Chinese languages			x	x
4.	Analyze the sentence structures of different varieties of the Chinese languages			x	x
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	<p>General knowledge of the Chinese language and the major components of Chinese will be introduced. An example-based approach will be adopted in which each concept is illustrated with examples from various sources.</p> <p>Sound system of the Chinese languages and concepts of phonetics in modern Chinese will be introduced.</p> <p>Key concepts in the word structure of the Chinese languages will be introduced. Special emphasis is placed on topics including the scarcity of inflectional morphology in Chinese, the classification of compounds based on syntactic and semantic relationships.</p> <p>Key concepts in the sentence structures of the Chinese languages will be introduced. Special emphasis is placed on topics including characteristics of Chinese word order, grammatical words, and compounds.</p>	x	x	x	x			
Tutorial	<p>A number of tutorial groups will be formed. Each group is responsible for an oral presentation with a written report on an academic article. Students will have to be well prepared for each session and give feedback on fellow students' presentations.</p>		x	x	x			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
<p>Tutorial presentations: selected essays from a wide variety of sources will be featured in tutorials. Each tutorial group is responsible for an oral presentation with a written report covering their comprehensive evaluation on the selected paper/s.</p>		x	x	x			35%
<p>Quiz: a quiz (1 hour) will be given at the end of the semester to evaluate students' understanding and application on various topics covered in the study of Chinese linguistic structures.</p>	x	x	x	x			45%
<p>Participation: includes attendance of tutorials, and their participation in discussions during tutorials. It is also an evaluation of the preparatory work that students should do before they attend the tutorials.</p>	x	x	x	x			20%
Examination: - (duration: -)							100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Tutorial presentations	A tutorial group is responsible to lead the class for discussion in an innovative way on of a short academic article assigned by the teacher. Group members should also compile a written report covering their viewpoint on the said article by the end of the semester.	<p>1. Excellent command of knowledge in the subject.</p> <p>2. Excellent critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Excellent application of theories in the subject.</p> <p>4. Excellent ability in knowledge application</p> <p>5. Excellent collaborative skills and interactions with the fellow classmates.</p>	<p>1. Good command of knowledge in the subject.</p> <p>2. Good critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Good application of theories in the subject.</p> <p>4. Good ability in knowledge application.</p> <p>5. Good collaborative skills and interactions with the fellow classmates.</p>	<p>1. Fair command of knowledge in the subject.</p> <p>2. Fair critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Fair application of theories in the subject.</p> <p>4. Fair ability in knowledge application.</p> <p>5. Fair collaboration with teammates and interactions with the fellow classmates.</p>	<p>1. Marginal command of knowledge in the subject.</p> <p>2. Marginal critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Marginal application of theories in the subject.</p> <p>4. Marginally acceptable ability in knowledge application.</p> <p>5. Marginally acceptable collaborative skills and interactions with the fellow classmates.</p>	<p>1. Unsatisfactory command of knowledge in the subject.</p> <p>2. Unsatisfactory critical thinking ability in reviewing research reports/research articles related to the subject.</p> <p>3. Unsatisfactory application of theories in the subject.</p> <p>4. Unsatisfactory ability in knowledge application.</p> <p>5. Unsatisfactory collaborative skills and interactions with the fellow classmates.</p>
2. Quiz	A quiz will be given to evaluate students' understanding on the subject.	1. Excellent command of knowledge in the subject.	1. Good command of knowledge in the subject.	1. Fair command of knowledge in the subject.	1. Marginal command of knowledge in the subject.	1. Unsatisfactory command of knowledge in the subject.

		<p>2. Excellent critical thinking ability in analysing the questions.</p> <p>3. Excellent application of theories in the subject.</p> <p>4. Excellent ability in knowledge application</p>	<p>2. Good critical thinking ability in analysing the questions.</p> <p>3. Good application of theories in the subject.</p> <p>4. Good ability in knowledge application</p>	<p>2. Fair critical thinking ability in analysing the questions.</p> <p>3. Fair application of theories in the subject.</p> <p>4. Fair ability in knowledge application</p>	<p>2. Marginal critical thinking ability in analysing the questions.</p> <p>3. Marginal application of theories in the subject.</p> <p>4. Marginally acceptable ability in knowledge application</p>	<p>2. Unsatisfactory critical thinking ability in analysing the questions.</p> <p>3. Unsatisfactory application of theories in the subject.</p> <p>4. Unsatisfactory ability in knowledge application</p>
3. Participation	Attendances of and performances in both lecture and tutorial classes	<p>1. 91%-100% attendances of both lecture and tutorial classes.</p> <p>2. Excellent performances in both lecture and tutorial classes.</p>	<p>1. 81%-90% attendances of both lecture and tutorial classes.</p> <p>2. Good performances in both lecture and tutorial classes.</p>	<p>1. 71%-80% attendances of both lecture and tutorial classes.</p> <p>2. Satisfactory performances in both lecture and tutorial classes.</p>	<p>1. 61%-70% attendances of both lecture and tutorial classes.</p> <p>2. Marginally acceptable performances in both lecture and tutorial classes.</p>	<p>1. Less than 61% attendances of both lecture and tutorial classes</p> <p>2. Unsatisfactory performances in both lecture and tutorial classes.</p>

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Chinese dialects; minority languages in China; Chinese phonology; Chinese lexicology; Chinese grammar; language typology; comparative study

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

N/A

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	丁邦新 (1998) 《丁邦新語言學論文集》。北京：商務印書館。
2.	王福堂 (2005) 《漢語方言語音的演變和層次》(修訂版)。北京：語文出版社。
3.	袁家驊等 (2001) 《漢語方言概要》(第二版)，北京：語文出版社。
4.	梅祖麟 (2000) 《梅祖麟語言學論文集》，北京：商務印書館。
5.	游汝杰 (2000) 《漢語方言學導論》(修訂本)，上海：上海教育出版社。
6.	Norman, Jerry. 1988. <i>Chinese</i> . Cambridge: Cambridge University Press.